

*The*  
**CAMPING**  
**M A G A Z I N E**  
**MAY, 1931**



GIFT OF  
*Barbara Allen Joy*  
*and Margaret Camp*

"The Tree of a Thousand Crosses"  
*Courtesy of Camp Becket—(See Page 24)*

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### THE CAMP DIRECTORS ASSOCIATION

Formed in 1924 by the amalgamation of the National Association of Directors of Girls Camps, Camp Directors Association of America, Mid-West Camp Directors Association.

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**OUR FIRST VICE-PRESIDENT,  
RICHARD VICTOR, JR.**

A dynamic, enthusiastic, "Go-Getter" personality is our First Vice-President, Dick Victor, Jr. At two national meetings he successfully engineered the commercial exhibit and has established a splendid feeling of confidence and co-operation among the exhibitors toward the C. D. A. In fact, the success of the exhibit at the Washington Meeting was such that the group of exhibitors are desirous of a closer affiliation with the C. D. A. Several camp directors attended the Washington Meeting for the purpose of looking over the exhibit and acknowledged to Dick Victor that it was worth the expense of travel and time. Already space is being reserved for the 1932 meeting. He not only is interested in the exhibit, but is working equally as hard in establishing educational methods in organized camping and is mapping out a five-year policy for the Camp Directors Association.

For fifteen years he has been interested in the Boy Scout Movement and for six years, the head of Boys' Work in churches. He is a graduate of the University of Pittsburgh, 1924. In 1924 he established "Dick Victor's Camp for Boys" at Elmwood City, Pennsylvania. He is a member of the Pennsylvania Section of the C. D. A.



**OUR CHAIRMAN OF THE  
MEMBERSHIP COMMITTEE—  
WALLACE GREENE ARNOLD**

Mr. Arnold has been a member of the C. D. A. since 1923 and is the newly-elected President of the New York Section. He received his A.B. from the University of Pennsylvania in 1914. From 1914 to 1916, studied Law and taught two years in the English faculty of the U. of P. In 1916 and 1917, taught in a New York Private School and in 1918 was in the military service overseas in the Argonne-Meuse Campaign. In 1920 he founded the Toltecs Club for boys in New York City, a club offering supervised recreation, and in 1921 founded The Toltecs, a summer camp for forty-five boys in Weston, Connecticut. From 1912 to 1917 he was Counselor at Camp Tecumseh, Center Harbor, N. H.

Mr. Arnold brings to the National Chairmanship of the Membership Committee a rich camping experience and a spirit of service which will be devoted to pushing the C. D. A. membership toward the 1,000 goal. "Every member get a new member" is this year's slogan. Let's Go!!



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### THE DESIGNER OF OUR OFFICIAL EMBLEM

C. D. A. members will be interested in knowing that the official emblem was designed by Francis J. Rigney, for the past fourteen years Art Director of Boys' Life Magazine, published by the Boy Scouts of America.

Mr. Rigney was born in Ireland and studied art in Dublin. In open competition with other art schools of the British Islands, he won a bronze medal (3rd prize) for design and later won a scholarship to London, England. He left Ireland in 1914 and is now a citizen of the United States. After a period of service with the New York *Sunday Tribune*, he entered upon his present position.

The emblem has been enthusiastically received and members are urged to use it on their stationery, advertisements, camp booklets and general publicity work. The emblem can be purchased only by members of the C. D. A. and through the national office and CAMPING MAGAZINE.

### GOOD NEWS!!!

The National Broadcasting Company is to give the Camp Directors Association three nation-wide hook-ups; one during the last week in May and the other two the first and second weeks in June. President Frank S. Hackett is securing nationally known speakers to broadcast ideas intended to help the people of the country to become "Camp-Minded."

The New York Times Sunday edition of May 17th will contain an illustrated article on the Camping Movement.

### IMPORTANT NOTICE ABOUT DUES

In accordance with the revision of the Constitution and By-Laws voted at the Washington Meeting, the following change in dues and their allocation and method of collection will be in force after October 1, 1931.

#### Sec. III DUES AND MISCELLANEOUS INCOME

1. Sections shall establish the amount of their own dues and prior to November first of the current year, shall forward to the National Treasurer \$5.00 for general expenses, and \$2.00 for the CAMPING MAGAZINE for each Active Member; \$2.00 for general expenses and \$2.00 for the CAMPING MAGAZINE for each Associate Member; and \$2.00 for the CAMPING MAGAZINE for each Counselor Member.

2. Contributing membership may be provided for by Sections and all moneys received therefrom retained by them.

3. Sustaining memberships of \$25.00 or more shall be provided, and the amount received from such memberships, minus the regular dues of the Sections, forwarded to the National Treasurer.

Sections are urged to revise their Constitution to coincide with the above vote and arrange for the collecting of dues for 1932 before adjourning for the season.

Members who have not paid their current dues are requested to send the amount to the Treasurer, H. W. Gibson, 11 Beacon Street, Boston, Mass.



## IS CAMPING ALL GREEK?

A COMPARISON OF THE ANCIENT BARRACKS OF SPARTA WITH THE MODERN BOYS' CAMP AS AN EDUCATIONAL INSTITUTION

By WILLIS TATE, Dallas, Texas

"The influence of Hellenism upon Modern civilization has been continuous and incalculable," said a famous scholar. As we study further we see that Hellas has been the educator of the world. Much of literature, philosophy and art have their foundation with these Greeks, and although produced in the course of a few centuries, have never been surpassed. How then, it may naturally be asked, did this teacher of the nations teach her own sons and daughters? Could it be possible that we, with all our modern advancement, could take a lesson from this super-civilization? Perhaps our own country is grasping this in our newest educational institution, the summer camp.

The late Dr. Charles Eliot, one of America's greatest educators, perhaps realized this when he gave the opinion that America's greatest contribution to education has been the development of the summer camp. Surely no one can dream through the ancient Greek barrack days without having a very similar sensation to the entering of well developed summer camps. Their likenesses are glaring as one delves into the programs and attitudes of each. However, there are differences, and America can find a good example to set before its young and plastic feet in the Schools of Hellas, as well as to be able to profit, in the light of our modern education, from their pitfalls.

The Spartan system of education has always been outstanding as the only example in history of an education relating to every aspect of moral character and of social life in the hands of a socialistic state that controlled absolutely every phase of the life of its citizens. After a hardy training of seven years of infancy, during which time the boy was in direct care of his mother, he was taken from the home and put under the charge of the assistants to the *paedonomus*. These cared for him in public barracks at state expense. Thus the entire organization of the boy's life constituted the school. "The boys slept in public barracks; they ate at common tables; they assisted in supplying the necessary food; they hunted wild animals; they par-

ticipated in the choral dances of their religious ceremony." In this light we see the family, the shop, the church, the social life and the formal teaching all merged into this one educational institution.

The first likeness that catches the educator's eye is the system of counselors employed in summer camps. We are told that in Spartan institutions, the boys were divided into successively smaller groups under the charge of leaders chosen from older groups of boys. The ancient Greek, Plutarch, tells us that "He who showed the most conduct and courage amongst them was made captain of the company." This training, however, was under the supervision of the elders, as is the case today.

The activities employed in both institutions have a decided likeness. Spartan boys were required to learn to ride. They were also expected to swim, and record is found of their daily plunge into the Eurotos. Running, leaping, jumping, discus throwing, javelin casting, boxing, military drill and choral dancing were in the program of the Spartan lad. However, wrestling was stressed above all other activities, because it more completely developed the entire muscular body as well as gave good mental training in quick thinking and self-control. This sport also had the desired element of competition. These are the fundamentals considered by our modern camp activity directors.

Besides competition in the social control of our Spartan organization, we see some of the other elements found in our modern system. Traditions are built up about activities and equipment which prove to be one of the strongest social controls today practiced on adolescent youth. In describing the Spartan gymnasias, Freeman tells us that there were no lounging spectators permitted, thus giving proper compulsion to activities. Another form of social control used was the ostracism of the coward and those who refused to participate. At every occasion these would be dishonored and surely nothing gave more sting and social force (as is also the case

today) as the disapproval of fellow men.

It is true that most of the stress of Spartan education was laid on the physical development of its men and all athletics were stressed. Endurance was a chief virtue and the boys went barefooted and wore a simple one-piece garment and were no doubt familiar with the fashionable summer tan. Even such camp routine as regular physical examinations are described and mention is made of a dietitian who was an elder man appointed to "see that everyone took sufficient exercise to work off his food and prevent him from becoming puffy." However, even with the grand experience of living together and learning to work as a part of a unit, a certain element of modesty is attributed to the Spartan boy, and they are renowned throughout history for their manners. "When they went along the highway, they kept their hands under their coat and walked in silence, keeping their eyes fixed on the ground before their feet . . . they were as modest as a girl. When they came into the mess-room, you could hardly hear them even answer a question."

Due to the mores and customs of ancient Spartan order, *drastic differences* are also found from our summer camp. One of the most glaring of these was the encouragement of stealing as a feature of Spartan education. There was a definite age at which it was customary to begin stealing. However, this was never considered wrong, and even the articles which might be stolen were fixed by law. These things were considered as common property. Moreover, this system of legalized pilfering had a valuable educational object at Sparta. It was excellent training in scouting, laying ambushes and foraging, all a part of a soldier's education. We find its correlation in outdoor camp games, such as "steal sticks," "spy in camp" and many other such beloved games.

Physical punishment was the chief form of control, and floggings were exceedingly common at Sparta. It was the custom that any elder man might flog any boy, and mention is even made of boys sometimes suffering death at the hands of a voluntary flogging held for "*epheboi*," a yearly religious ceremony held at the altar of Artemis Orthia. All this was included in their training for endurance, and the one who stood the most

was given highest recognition. Thus, as we would suspect from such an attitude, a depression was thrown over the boys and they were taught to hide and discard all personal expression and feeling. No individuality was allowed to crop out, and consequently, a boy grew up under the iron thumb of a hand that said "Die before you admit feeling."

However, we must point out also some essentials in which the Greek system seems superior to our modern camp system. The most noticeable of these is the high standard of adult leadership. "One of the best and ablest men in the city was appointed inspector of youth" and every man in all Sparta took a vital and helpfully constructive interest in this educational system. All volunteered time, knowledge and moral support for the boys' education. It is indeed different from our modern conception. The modern father turns his boy over to some one and, shifting the responsibility, says, "Make him."

Another accomplishment of the Greeks not consistent with our modern camp is the *natural* development and construction of modesty and manners, as boys are thrown together in the same common life. It seems that in our day these virtues must be striven for and fought for when boys are living together.

The chief virtue of Greek education was its freeness and openness and emphasis on making education charming to youth. The Hellenic schoolmaster held that education dealt "not with machines, but with children; not with facts, but with character." His object was to mold the taste of his pupils, to make them love that which is beautiful and hate that which is ugly. And because he wished them to love what was beautiful, he sought to make the lesson attractive so that subjects learned in school might not be regarded with loathing in the after life.

After looking into our camping system today, we envy the Greeks a number of their advantages. Their system was well founded and universal. Their city state maintained and supported these schools, and all were democratic and idealistically socialistic. There were no thousands of scattered camps, each with different prices, aims, regulations and purposes, as we find today, but instead, a

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## INDIVIDUALIZING THE GIRL CAMPER

By LIBBIE L. BRAVERMAN, Euclid Avenue Temple, Cleveland, Ohio

Summer camps offer a somewhat new and fascinating problem in the field of education. The camp that aims to "break into" the regular life of the individual by sending him back to nature to experience life in its primitive setting is gradually being replaced by the camp with a more constructive point of view. The essence of these newer trends in camping was recently expressed by Dr. Goodwin B. Watson in a recent address at Columbia University:

"Many youngsters now spend more waking hours in camp than they do in school. There is also evidence that happiness depends more upon a spirit of companionship and loyalty, which is developed by camp life, than upon all the literature, art and music of the formal school. Is not the worthy use of leisure an objective in education?"

"I am especially concerned with the character and citizenship training which results. There are few schools in which pupils may discover the need for, and create, their own rules of living together as they can in camps. In the formal routine of school, there is little opportunity for either the strong or the weak characters to differentiate themselves. There is a vicious tendency to substitute classroom talk about character for what in camp life becomes the practice of wholesome ways of living."

Last summer, I found myself confronted with a small camp consisting of thirty-two girls with an age range so wide that it was almost impossible to group them for activities.

I had tried out the individual plan of procedure in the classroom and it occurred to me that such an experiment ought to be even more effective in camp.

The value of individual as against mass teaching is no doubt familiar to all. There is no reason why the brighter, more precocious or more skilled child should be held back because the group is not ready to go on. Why permit her to become bored and disinterested, when we can keep her occupied and happy by allowing her to progress to the extent of her ability? There is no reason, on the other hand, for allowing the slow child to feel that she is retarding the progress of the group, or

to feel that she is inferior to her group. She is given work that is suited to her ability, and thus her skills and powers are developed. She, too, has her goal—which, when reached, is equivalent to the achievement of the accelerating child. Both have progressed according to their respective rates relative to their individual capacities.

### *The Counselor Sees the Light*

There were thirty-two children in the camp and eight counselors—four children were assigned to each counselor.

Each counselor was to fill in a character card for each of her "bunkies," indicating particularly where a case of maladjustment existed and what the maladjustment was.

At regular meetings, instead of the usual routine of administration, the counselors found themselves in an informal discussion group, absorbed in the consideration of the well-being of their charges. Wherever the information was available, the director described the previous history of the case, thus frequently throwing light on what might otherwise have been a perplexing problem.

Our counselors were not prepared for the work. When the project was first presented to them, they were reluctant about undertaking new responsibilities. They felt that it was entirely unnecessary and was merely a ruse on the part of the director to win over the parents. Besides, it was additional work, and no counselor comes to camp for that. After much discussion, it was agreed that they give a verbal account of their findings. By chance, one of the counselors found it necessary to absent herself from the first meeting, and she was prevailed upon to submit a written report. This was read to the group and was so well received that it was decided the more effective way would be to record all findings. Despite their reluctance, the counselors began to realize, more and more, the value of this project and because of this appreciation of the work, the plan proved of inestimable value to the entire group. We decided to have the counselor study her campers, as a physician studies his patient—to examine each case, to diagnose it, and to recommend treatment.

### *The Counselor Gets into Action*

The counselors were allowed a definite period of time to become acquainted with their children, and to watch them constantly. They were instructed to note all conversations, all actions, everything that might be indicative of their traits, their interests, and their inclinations. At the end of this time, each counselor submitted a report designating to the best of her ability, the character traits of her "bunkies." The report was submitted to the entire counselors' group, the other counselors adding their reactions through their contact with the girl on the field, in the water, in the study group, etc. The counselors became more and more enthused when they realized the possibilities of this venture. Here, with a small group of thirty-two children, we had a laboratory in which to work for sixty days!

After the recommendations of the counselors, the head counselor interviewed each camper and planned her program with her, trying to adjust it to the interests and needs of each individual child, always keeping in mind the principle that character development may take place just as well whether it be on the athletic field or the Arts and Crafts cabin. All teaching has two objectives—the *subject* taught and the *person* taught. When we teach Jane baseball, we teach baseball, of course, but we also teach Jane. And the greater of these two objectives is Jane. In the event that a child, upon the recommendation of the camp physician, who also made his contributions, needed special exercise in order to correct a physical defect, or in order to reduce, her program was adjusted to her specific need. In other words, instead of a preconceived program to which the child was made to conform, the program was built up on the needs of the child. Instead of the program, the child now became the major consideration.

Each counselor had two functions to perform for the children: (1) to supervise the four girls assigned to her cabin; (2) to supervise all thirty-two children of the camp in her (the counselor's) special activity. Each counselor entered her reports regularly on the children in her charge. Thus each child had (a) a program; (b) a character record card; (c) a health record card which indicated her height, her actual weight taken

weekly, and the normal weight for her height and age—the recommendations of the family physician and any important medical attention received by the camper during the summer, and (d) record cards for each activity—for track, arts and crafts, music, dramatics, dancing, tennis, archery, studies, swimming, boating, etc.

### *The Campers React*

The campers were delighted to find that they could choose their own activities and participate in the planning of their own programs. They eagerly discussed their plans with their cabin counselors.

They enlisted the aid of the activity counselors—each counselor tested the camper, found the starting point in each activity. She pointed out the weakness to be overcome, the power to be developed and skills to be acquired. The child watched her own progress and took pride in the steps of her achievement. Each camper was so imbued with the idea of helping herself that, at every available opportunity, she would accept the assistance of the counselor, instead of having such assistance superimposed. Her program was vital and alive—she had her own particular goal to reach—no one to impede her progress. She was no longer in competition with fellow-campers—she was competing against her own record—she watched it and was overjoyed as she climbed the rungs of her ladder of achievement.

Progress was recorded regularly by the counselors who through this method were able to measure achievement. Some of the goals will take years to reach—we don't believe that we have found a panacea for all ills in our two-month treatment. We do believe, however, that this method of procedure has been of infinite value to us. It is here recorded in the hope that others interested in this type of work will be encouraged to "carry on" what is, at best, a modest beginning of something that will lead to an extended study of a fascinating problem.

It frequently happens that a problem child gets into trouble with one of the activity counselors, who is unfamiliar with the case. This source of irritation and friction was almost entirely eliminated—for at the regular meetings, every counselor familiarized herself with the characteristics of individual

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## RECRUITING AND TRAINING OF CAMP COUNSELORS

By **BOYD I. WALKER**, Director Camp Nissokom

A Paper read at the Nudergar Camp Institute

In preparing this paper I was at the outset impressed with the fact that no two of us wanted the same thing in the men we would select as staff members. This is true for rather obvious reasons. Each of us have different personalities and, therefore, will want and need men of quite different types to work with us. Furthermore, we place more or less emphasis, and no two the same emphasis, on certain qualities of character and leadership, depending on our personal experience and ideals. In addition, we are operating different types of camps. There is first the matter of length of stay of the boys. Personally, I feel that in a long term camp more skill and resourcefulness is required of the counselor than in a short term camp. If boys return year after year for a period of four or five years the camp must change sufficiently in program and spirit to interest and challenge him each succeeding year. He should continue to enjoy and grow in his camp experience. On the other hand, in a short term camp the boys are in camp such a short time that we do not get to know them or their needs so well and what we do must be done quickly. We haven't much time to measure results or to help the boy establish new habits of behavior and conduct.

While all of these factors, and no doubt many others, need to be taken into consideration, yet there are certain principles that may be of service to all of us.

With the educational authorities taking an intense interest in camping, as a complement to the work they are doing in the schools, we need to exercise increasingly greater care and skill in the selection of counselors. They will be measuring our results with the accepted and tested devices of the educational system.

Before recruiting any counselors, it will be necessary for us to get a perfectly clear concept of the type of man we will want and need. No doubt we have all made mistakes in the selection of certain counselors because we had only a silhouette of the man we thought we needed rather than a carefully thought out, detailed picture. Time spent here may save hours of regret during and at the close of the camping season.

We shall endeavor now to set forth some of the qualifications some directors look for in the selection of counselors.

One of the first considerations will be the type of home from which he comes. What is the education of father and mother, brothers and sisters? Is it a home that is conducted on a democratic or autocratic basis? Are the children treated as individual, self-respecting personalities? Are they satisfied to live within their means or is the father on the verge of bankruptcy or dishonest business practice? What are the vocations of the various members of the family? How successful do they appear to be? What is the attitude of the family on the leading moral and religious issues of the day? What is their sense of values? What does the applicant think about amusements and smoking in general and about them in particular as a counselor in camp? Why does he want to be a counselor? Does he want to spend a summer out in the open? Does he look upon camp as a chance to rest and at the same time get paid for it? Are the economic conditions such that there are more opportunities in camp than elsewhere? Just why does he want to come? If we can discover the real answer to this question, we often save our time as well as the applicant's; but, what is more important, we may avoid many unhappy experiences.

A second penetrating question is "What does the applicant think a camper ought to get out of his camping experience?" The answer to this question gives us an idea of the applicant's whole conception of the purpose of camp. It is important if we can discover whether the applicant has a genuine, rather than a sentimental or purely theoretical interest, in boys. Whether along with educational skill and technique he has sympathy, appreciation and understanding of individual boys or whether they simply represent so many case studies to him that may furnish material for a thesis or a book that he hopes to publish in the near future. We can well be serious about this matter.

If the applicant is now a student in college, we will want to know what courses he



is taking and how successful he is in each subject. We can get an insight into his interests by ascertaining what studies in his present course appeal to him most, and why? Grades also have some vocational significance. If a student is successful in his school work he is in better mental health than the student who is failing. A person who is generally successful in what he undertakes is obviously more likely to be successful as a counselor.

In this same connection, we need to know all we can about his extra-curricular activities. What are they? What kind of contribution do they make to the enriching of personality and his fitness for and outlook on life? Of course, these are good interest indicators.

The friends or close associates of the applicant are of importance in determining his real quality and character. Their conduct and general attitudes are most helpful in locating aspirations and ideals of prospective counselors. The more experience I have in this matter, the less confidence I place in the estimate and recommendations of fraternity brothers. On the other hand, I always prefer to see some of the applicant's brethren.

We now come to the matter of vocational interest. Generally speaking, students who expect to enter one of the vocations in the area of the humanic life callings are more interested in folk and the social sciences than those who are planning on entering a commercial career for instance. The vocation plans of the individual are significant in determining the principal life urges and interests, whether unselfish or selfish, whether altruistic or egoistic, whether social or antisocial, whether Christian or pagan. Certain vocational urges have no place in a camp leadership.

Another side of this consideration is the matter of special skills and hobbies. We can secure plenty of counselors who have all of the character and general leadership qualifications necessary, with the exception of being able to lead boys in some special project or hobby. A number of my last year's counselors have been taking special work in college this year to prepare them for this special leadership that is an essential part of a counselor's equipment. Nature study and handicraft are two excellent examples of our difficulties

in this regard. Real satisfaction comes to an individual when a piece of work is done with sufficient skill to attract admiration and praise from those whose opinions and commendations he values most highly. Generally speaking, the greater the skill required and displayed, the greater the satisfaction in the achievement. Therefore, the more expert the leadership, in the crafts and hobbies especially, the greater the happiness and sense of achievement on the part of the campers, and in turn, on the part of the parents. We are not likely to overdo this part of our program.

In a preceding paragraph we hinted at the emotional stability of the counselor. If, as Hendry and Dimock contend, the most important learnings take place in the lodge, cabin or tent group, we cannot overemphasize the importance of the counselor being a well-adjusted individual himself. We have all seen a lodge or cabin group become irritable and quarrelsome when the counselor was not feeling well or was over-worked. How can we expect boys to have a happy and profitable camping experience if the counselor is all upset emotionally? It may be only a temporary, or it may be a constitutional matter. How many of us have seen counselors go all to pieces when the stress and strain became too heavy for them after they have been in camp for several weeks? If it is lack of sleep or rest, physical or mental illness, it should be carefully diagnosed and handled promptly. No doubt campers have suffered greatly in the past because we didn't appreciate or deal effectively in such situations. In this connection, the use of Personality Scales and Emotional Tests are quite valuable.

We next come to the question of the general appearance and impression which the prospective counselor makes on others, both adults and boys. Is he careful in the cleanliness and condition of his clothing and person? I visited a camp a few years ago where a number of the staff wore long beards. What effect do you think this had on the appearance and cleanliness of the rest of the camp? Personally, I thought it had a most decided effect. How much difference do these factors make in the confidence that parents, neighbors and visitors have in the high character building values we so loudly profess.

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## METHODS AND ETHICS OF SECURING CAMPERS

COL. L. L. RICE, Camp Sequoyah

NOTE.—The following condensation of an excellent paper read by Col. Rice at the Eighth Annual Meeting of the Southern Appalachian Section, held in Knoxville, Tenn., February 13-14, will be read with interest by Camp Directors and Counselors.

### APPROVED MEANS

1. *Former Campers.* Any camp that makes good has the right to call on its campers for help in finding and enrolling new campers.

2. *Friends and Chance Acquaintances.* A director may exercise at will the privilege of appealing to friends for names and data, but unless his camp has decided prestige and real public confidence, he need not expect mere acquaintances to speak a good word for him and his work.

3. *Newspaper Advertising.* Recommended only in exceptional cases. Camps with a recognized denominational backing may use to advantage the columns of religious weeklies.

4. *Monthly Magazines.* Returns apt to be disappointing to southern camps, except those strong enough to draw patronage from ten or twelve southern states.

5. *Counselors.* Inasmuch as each camp must have a counselor staff, common sense dictates the policy of engaging a majority of the counselors with specific reference to their ability to enroll campers.

6. *Traveling Representatives.* The ideal plan is in effect when the director in person takes the field, thereby coming into home-contact with former campers and their parents and through them with many new prospects. If the director cannot attempt field duties, a salaried worker of approved personnel and experience will justify the expenditure involved.

### QUESTIONABLE PRACTICES

1. *Rate Cutting.* What is commonly called rate-cutting must be differentiated from an occasional justifiable granting of lower terms. No truly self-respecting director will authorize his counselors to resort to the former, while every director must at times fall back on the latter. Rate-cutting is a mean makeshift to gain an advantage not deserved; a clandestine attack on a rival's prior claim and bona fide offer. It creates suspicion and lack of confidence in the mind of the patron

who connives at it, and if persisted in for years will certainly prove ruinous to prestige and personality.

2. *Underbidding a Rival's Offer.* This is a species of rate-cutting that deserves unmitigated condemnation. It is undignified, unethical, unsportsmanlike. Any and every Appalachian director reported and proved guilty of it should be publicly exposed.

3. *Split-rate Mass Promises.* Directors have been known to circulate reports in cities promising half rates to the first four, five or six campers formally enrolled. It is rabid rate-cutting, based on mass action and mob psychology. Generally, the manipulator of the scheme is a selfishly interested patron, who, presumably, gets an additional rebate on camper fees, and who, at times, to disguise the fact, must equivocate extensively.

4. *Subsidized Parents.* Certain directors pick out a city mother of prominent social standing, not previously a patron of the camp, and offer to her boy or girl a full campership on condition that she become a camp booster. She is expected to give sundry parties in and out of her home; in fact, resort to divers means of corraling the youngsters. The risk in the plan lies in the fact that the mother, necessarily ignorant of inside conditions and eager to prove most worthy of the grant, is prone to exaggerate the virtues of the camp in question as well as to criticize other camps in hope of preventing enrollment therein. The ethical standards by which a conscientious director is impelled are unknown to her, in all likelihood. In addition to all this, the situation at times becomes still more complex by the fact that the boy or girl who is to be the recipient of the campership decides to take a hand in enrollment issues, and because of untempered zeal abetted by ignorance of camp conditions, ruthlessly indulges in statements little short of perverted.

5. *Engaging Immature Persons as Counselors.* Certain directors follow the practise of engaging boys and girls still in high school as assistant counselors, solely with a view to their ability to bring with them new campers. It is sufficiently questionable to use as assistant counselors young men and women who are still in college; but to use in this capacity boys and girls of high school status inevitably augurs weakness in management. There



is nothing unethical in it, merely tacit admission that the camp has inferior standards of counselor selection, and is financially unstable, all of which tends to undermine public confidence and to disseminate relatively low counselor ideals.

6. *Speciously Prepared Catalogs.* Disappointment is in store when campers on arrival find that facts belie all-too-rosy catalog statements; and since no camp can thrive on repeated campers' disappointments, catalogs that are little more than lure to trap the unwary prospect are very hazardous.

7. *Unfulfilled Promises.* In the course of campaign correspondence some directors are wont to make promises that they know to a moral certainty cannot be fulfilled during the season. It is passing strange that in this day of grace any director should stoop to such folly.

8. *Winking at Counselor Lapses.* Artfully at times directors allow their counselors to score advantages by subtle criticism of rival camps and policies, while pretending to have for such lapses righteous indignation. The difficulty of affixing the blame where it belongs, the great ease with which alibis may be established, makes resort to the practise all the more inviting to personalities of a morally depraved type. The Appalachian Section

should never cease its uncompromising opposition to such men and methods.

9. *Conditional Engagement of Counselors.* It may be ethical, but it is bad business to engage a counselor on condition that he or she enroll four or five campers, then reject that person because only three campers were registered. Can one dare to suppose that the person in question will fail to harbor resentment through the years? Good will thus lost in a community cannot be retrieved in a generation.

10. *Breaking Down Allegiance.* Over-zealous and under-scrupulous directors having observed that certain counselors of rival camps are real "go-getters", attempt to break their allegiance in ways not sanctioned by ethics and camp by-laws. Of course, the bait, boldly or surreptitiously offered, is always high and, fortunately for the good of the cause, is generally refused. Still the envious director, somehow not able to find unattached counselors with the extraordinary ability to enroll campers, and equally not able to train the members of his staff to accomplish more than the average results, must perforce spend much of his time scheming to detach from rival staffs men or women whom he thinks can minister to his personal greed. Such a director is a disgrace to the profession and should be black-listed.

## FOREIGN STUDENTS AS CAMP COUNSELORS

By OLIVE L. LING, Secretary, International Student Committee, Y.W.C.A., N.Y.C.

BESS F. GRAHAM, Camp Director, Y.W.C.A., Hartford, Conn.

Every year there are about fifteen hundred young women from other countries of the world studying in the United States. These students from about sixty countries come to America hoping to understand a little better the civilization she has built up, but, at the same time, they bring with them the best in the spirit and cultures of their own countries. They are in a very real sense the representatives of the nations.

American colleges have realized the privilege that it is to have students from other countries on the campuses and many other groups are beginning to take advantage of the contribution that foreign students can make to American life. Many camps have for years invited foreign students either as guests or

counselors, sometimes from among the student friends of the directors and sometimes from among the students connected with the International Student Committee of the Young Women's Christian Associations.

The International Student Committee, which is composed of foreign students representing all parts of the world and Americans, believes deeply that students who have studied abroad have a great responsibility and opportunity for furthering better international relations in their contacts with foreigners and people of their own countries. The committee believes that the group of young Americans who go to camp each summer can learn the meaning of better international understanding through knowing in-

timately young women from other countries. On the other hand, experience in camp gives foreign students a knowledge of a side of American life that is difficult to obtain in any other way. For these reasons the International Student Committee has made special efforts to co-operate with camp directors in making the presence of foreign students at camp valuable both to the students and to the campers. The secretaries of the committee meet personally many of the women foreign students in this country or students are recommended by administrations of the colleges, so that the committee is quite well informed as to the qualifications of students. On the other hand, the committee prefers to establish whenever possible personal relationships with camp directors so that foreign students and camp directors may be as well adjusted to each other as possible.

The International Student Committee will be very glad to be of help to camp directors in recommending students from other countries who can best fit into camp programs. The committee's experience during the last five years has justified the belief, as Mrs. Gulick of Aloha Camp puts it, that foreign students are a real factor in helping those who come in contact with them to widen their world viewpoint. Camp directors who are interested in co-operating with the committee are asked to write to Miss Olive L. Ling, International Student Committee, 600 Lexington Avenue, New York, N. Y.

Miss Bess Graham, Director of Camp Aya-Po of Hartford, has invited foreign students to camp each year. The following article gives her ideas as to how students from other countries can fit into a camp program in cases where foreign students do not go to camp as counselors of special activities.

"The factors which guide us in selecting foreign students are essentially the same as for American students, though we can wisely emphasize some points and be more lenient with others.

"The imperative necessity seems to me to be a girl who can work well with her shack group. The interest and ability to deal with girls individually and in groups and intelligence in meeting the many human problems that arise are qualities which are indispensable. A foreign student may approach her group in a way that would be unnatural

to an American girl, but so long as she is genuine and her principles sound it is good to have that variety of method.

"It has proved a great help for some students to have definite program responsibility in the same fashion as American counselors—such, for example, as helping with land and water sports or with crafts. This is a help in finding one's place in camp and in eliminating any artificial feeling of difference because of nationality. On the other hand, this regular camp work should not be so heavy that there will not be plenty of time and opportunity for the unique contribution which she can make because of her nationality. For some students this regular program work seems quite unnecessary; their own special contribution in groups small and large may take up their time sufficiently.

"It seems to me unfortunate that so often a student can come to camp for one season only. For all counselors there is so much to discover for themselves during the first year that their greatest usefulness comes at the end of the season and in the succeeding years. It would be a great advantage to the camp if a foreign student might return a second year. If it is impossible for the same student to return, I think it is good to have some one of the same nationality. One season is a short time in which to become personally acquainted with a distant nation and an opportunity to continue at least a second year with the same person or another interpreter of the same nation will make a much deeper and more lasting impression. We have found it a good plan to have one Oriental and one Occidental student. Of course, the crux of the matter is to find the right individual and, as compared to that, these last remarks are of no importance.

"Our experience with foreign students in relation to their shack groups has been consistently satisfactory. They have proved very truly interested, conscientious, responsible and intelligent in their ways of working. Our experience with program work has been varied. A German girl came to us to help with water sports. In some things she did very good work, in others her form was not sufficiently good to qualify her to instruct. She told folk tales and old German legends to her own shack group and the neighboring groups. In the big camp group her musical

gift was greatly enjoyed. Her greatest contribution was in her own interpretation of vigorous, healthful living.

"Another German girl came with the purpose of assisting our music counselor. We soon realized that her qualifications did not fit her for that work. She was, however, an excellent general counselor and her old German folk songs with guitar accompaniment were the delight of camp gatherings.

"If it is possible, I think a camp director should meet a student at least once, or, if possible, several times before camp opens, or substitute vivid letters if necessary. Even if a student is accustomed to camping in her own country she is going to find camp as Americans conceive it quite different. I think she should be able to get this picture of outdoor living and the goal toward which we are working in her mind before camp begins. At the opening of camp a director has to keep in mind that a foreign student is a new counselor and also she is unaccustomed to American camping. As a new counselor she will have to have much individual suggestion and guidance and it will take time for her to find her place and understand her responsibilities and how she can carry them and to grasp the entire thought and plan of camp. As a foreign student she may find difficulty with small details which would not occur to an American and a camper. We have found it a good plan to place a foreign student in a shack next to an old counselor who will keep an eye out for occasions when she can help to make clear any camp matters, can make sure that a foreign student understands the things which have been generally discussed or announced, and help her to get acquainted with counselors and be included in their special plans. I think it is very important for counselors to be thoughtful of a foreign student at the very beginning of camp, otherwise her loneliness may pass unnoticed in the general enthusiasm. Later in camp she will inevitably find her place; it is in the early part when she is both a new counselor and new to camping that she needs added consideration. The camp director needs to find many ways to make sure that all goes well and to give a student confidence and support.

"As an example of program work with a counselor who came without any definite

responsibility other than her shack group, I might speak of Miss W. of China. It had not been possible to meet Miss W. before the close of school, so that everything had to be done at camp. Miss W. had no specialty in the camp sense so we waited until she had an opportunity to hear of camp plans and then she said that she would like to teach the Chinese language and cooking and make use of her psychology. We discussed Chinese characters as design, and thought some girls might be interested in that aspect of Chinese and others in language. I told Miss W. of a Chinese festival we had had the preceding year, and asked her if she would not like to begin to prepare for a camp event which would make the entire camp better acquainted with Chinese tradition. There was plenty of time for her to think of that or suggest any other means of interpretation. In the meantime, Miss W. told stories at camp fires, talked and discussed with small groups, read Chinese poetry, and in many ways entered into camp interests. Miss W. finally thought that Chinese New Year was a holiday and custom that she would like us all to know and she with others felt that we might very well celebrate it six months from the real date. Different groups prepared for all that was to happen on that day. The dramatic group decided that they would like to write a play using as the plot a story which Miss W. had told at camp fire. This led the girls to inquire into the traditions of the Chinese. Miss W. had to witness some deviations from Chinese dramatic art, but nevertheless the values of this undertaking to the girls who developed it far outweighed any slight discrepancies. Girls who were interested in crafts prepared for the dragon festival and the music group for lake singing. Before the day was done every one had found some way in which she could take part. The day began with a short talk by Miss W. on the meaning of Chinese New Year and we all joined in singing the Chinese national anthem which we had been learning. Miss W. was camp hostess throughout the day and in the evening presided at a Chinese dinner which was served in a room transformed by beautifully written Chinese scrolls. We followed Chinese customs as closely as possible. After dinner came the play followed by the dragon procession and lake singing and closing with

the national anthem. A Chinese friend, who was our guest for the day, also helped to answer questions and interpret Chinese ideas. The emphasis throughout was upon the meaning of these traditions and an effort to follow them as beautifully as our resources would allow.

"We have tried not to yield to the temptation to see the exotic in foreign life. Our differences are very interesting to know so long as we also inquire into the reasons underlying them and are led to evaluate our own thought as compared to that of other nationals."

## AIMS AND OBJECTIVES OF CATHOLIC CAMPS

By GEORGE F. DENNISTON, Director

Camp Hayes, for boys ages 10 to 16, and Camp Mooney, for boys ages 7 to 13, are both owned and operated by The Catholic Charities of the Archdiocese of New York. This parent organization is in turn directly responsible to His Eminence, Patrick Cardinal Hayes.

Both Camp Hayes and Camp Mooney are what is commonly known as "transient" or "short term" camps; that is, the campers remain only two weeks.

The establishment of these two camps made it possible for Catholic boys from wage-earning families, to gain the benefits of a well-organized camp. After careful consideration, a fee per week was arrived at which would place the facilities of the camp within the reach of the ordinary working man. At the present time, the charge is eight dollars per week, plus the cost of transportation. While this cost is at a minimum, the high standing set by the organization from the very beginning has in no way been lowered.

Any attempt to frame a set of aims and objectives, any attempt to define the camp program by enumerating camping activities, any attempt to cope with the many details of organization and operation without first thoroughly understanding the factors involved in this peculiar problem, would result in a meaningless formation of words and an aimless performance of physical tasks! Thus, it is essential to be thoroughly conversant with these three conditions:

1. The basic attitude of the Catholic Church in undertaking camp work.
2. The viewpoint of the ordinary parents, who can cherish the advantages of training and education for their children.

3. The most complex mode of existence, due to a dense population and cross currents, such as exist in a city like New York.

1. Considering the first condition, the Catholic Church considers each individual as composed of body and soul and that existence on this earth is but to win the right to eternal happiness. To that end then the Church devotes itself. The Church realizes that a sound mind and body can render great service to the soul, and that if the child is kept busily engaged in good, wholesome recreation, his vacation period will be one of profit, both spiritually and physically.

2. Parents whose economic situation compels them to provide their expenditures from a fixed wage, first consider a minimum cost for their children's vacation. Although this expenditure involves a great sacrifice, they know they will be compensated, inasmuch as their sons will be revitalized physically, after a lowered resistance, due to the strain and stress of school work. They cherish the hope that he will be spared from the frequent accidents caused by playing in streets heavy with traffic. They also desire that his religious training will not be neglected.

3. The ordinary family housed within the limits of a great city is faced constantly with the spectre of the struggle for existence. The art of living is supplanted by the requirements for living. The maddening rush, the deafening noise and mass existence, cause a tremendous strain upon the nervous system. The development of cultural traits is severely handicapped because of a loss of identity when engulfed in the streams of humanity. Children reared in this atmosphere, together with their natural play impulses thwarted by

the lack of proper facilities, require a sympathetic understanding of their problems and a patient attitude in enforcing corrective measures. Combined with this unnatural mode of living, their unceasing dependence upon mechanical recreation, as contrasted with personal participation, is of vital importance.

Camp Hayes and Camp Mooney interpret Camping as a medium whereby the child is given back his life to live in a natural way, to profit from a glorious vacation in a world formerly known only in dreams, and to participate freely in an abundance of activities

designed for his mental, physical and spiritual well-being.

Camp Hayes and Camp Mooney then, are definitely attempting to harness this dynamic power known as play, to circumvent unfavorable influences and to provide an opportunity for the inculcation of proper habit formation, for experiencing natural or stimulated situations comparable to those of adult life and for the introduction of educative processes that will supply not alone a knowledge of technicalities, but also enlarge the vision and aid in the development of avocational and vocational interests.

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# The Camping Magazine

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## EDITORIAL PARAGRAPHS

"CAP'N BILL'S COLUMN" is the attractive title of a new column to be conducted each month in CAMPING by Dr. Wm. G. Vinal ("Cap'n Bill"), Director of the Nature Guide School, Cleveland, Ohio, and former President of the C. D. A. This news will be hailed with delight by all who know "Cap'n Bill." Do not omit reading his protest against wild flower accumulation on page 4. The C. D. A. will loyally back Dr. Vinal in his effort to prevent people from "loving flowers to death."

PRESIDENT HOOVER'S ADDRESS at the White House Conference on Child Health and Guidance may be obtained at the rate of \$3.00 per hundred. Several Camp Directors are sending copies of this address to parents of campers. It is a good investment.

THE SERVICE BUREAU OF THE C. D. A. was swamped with orders after the issuance of Bulletin No. 1. The more orders the busier we are and the busier we are, the happier we are; so let us know your needs, whether it be literature or counselors, and 11 Beacon Street, Boston, Mass., will endeavor to serve you promptly.

"COUNSELORS' COLUMN" appears for the first time in this issue. Counselors please send in news, questions, and pithy paragraphs, for we want to make this column of real worth. If sufficiently supported, a page or two will be devoted.

June CAMPING will contain articles dealing with Program material, including "On the Nature of Camp Fires" by Walter H. Sears, "Music in Camp" by Magistrate Jas. Edmund Jones, "Dancing" by Portia Mansfield and the "National Camp Hymn" by Mary E. Edgar.

AN ACKNOWLEDGMENT—The Camp Directors Association gratefully acknowledges the service rendered by the New York, New Haven and Hartford Railroad Co., and the Pennsylvania Railroad Co. for sharing in the favor of providing our association gratis with two hundred mimeographed copies of the complete, up-to-date roster of its membership.



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**April 11, 1931**

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**GLEANINGS FROM SECTION  
MEETINGS**

**PENNSYLVANIA:**

The March Meeting was held at the Pennsylvania Hotel, Friday evening the 20th. President Crouch reported that, after October 1st, the dues would be collected by the Section and allocated to the National, Section and Camping magazine. Mr. David S. Keiser was appointed a committee of one to study the question of dues.

The Section voted to hold its meetings on the second Friday of October, November, December, January, February and March.

Mrs. Bertha S. Greunberg conducted a discussion on the subject "Counselors." The participation in the discussion was such that it was voted to continue it at the April meeting.

**SO. APPALACHIAN:**

The eighth annual meeting of the Section was held at Hotel Andrew Jackson, Knoxville, Tennessee, February 13-14, with twenty-two camps represented. Among the speakers were Colonel L. L. Rice, Professor Walter L. Stone, Dr. A. P. Kephart, Carrie Lee Weaver,

E. M. Hoffman and Dr. Wm. G. Vinal. Talks were given also upon Camp Insurance, Public Liability and Workman's Compensation, the Findings of the White House Conference and the Status of the C. D. A. New officers were elected. Asheville, North Carolina, was chosen for the 1932 meeting.

#### NEW ENGLAND:

Wayside Inn, made famous by Longfellow and owned by Henry Ford, was the meeting place of the Section on Saturday, April 25th.

The program, which began at 2:00 p.m., included the annual business meeting, election of officers, discussions on "Safety and Health of Campers on Trips" led by Maynard L. Carpenter; "Waterfront and Swimming Safety" led by Captain Jack Wallace, American Red Cross; "What Shall We Give Our Campers to Eat" led by Mrs. Octavia H. Smillie, Dietitian.

At 6:30 p.m. the annual banquet was held in the old ballroom of the Inn.

The evening meeting was devoted to a discussion on "Infantile Paralysis" by Dr. Sidney D. Kramer of the Harvard Infantile Paralysis Com. and "The Health and Safety of Campers" led by Dr. Herbert J. Stack.

#### PACIFIC COAST:

The members of the Pacific Coast Section are alert to the needs and trends of the Camping Movement, and each year conduct one of the best Training Conferences at which sufficient time is devoted to the discussion of topics pertaining to skills and camp management.

Report of the Findings Committee of the Pacific Coast Conference held at Asilomar, Calif., March 26-29, 1931:

1. The practical application to camp life of modern educational and sociological thought given us by Dr. Mason was most stimulating and instructive and will give us a sound background for future progress.
2. We find among conference members a definite trend towards scientific evaluation of program materials in relation to camp objectives.
3. We recommend the appointment of a committee to formulate and submit to the association a definite set of standards for camps. These standards should include at least:

1. Water-front, activities, equipment, and safety.
2. Buildings and camp equipment
3. Sanitation and health.
4. Personnel.

NOTE: Specific findings and recommendations by two skills groups, Nature and Swimming, have been submitted. We recommend that these be considered by the committee and also that these be submitted by bulletin to conference members for their use this season.

4. We recommend the establishment of an Association Bulletin to be issued quarterly. Such a bulletin could disseminate information concerning camping standards, progress of the Association, new camps, new camp educational books and publications, etc.
5. We feel the need of the employment of a Publicity Director for the Association. The work of such a director would be efficacious to the camping movement along the lines of parent education, general promotion, and pre-conference information.
6. We commend the steps taken to establish courses of training for men counselors and express a hope that these splendid projects be continued. We also suggest that the information concerning the courses for women be more wisely disseminated and that further correlation be made on curriculum material.
7. We find a definite desire for a craft section of the conference, subdivided to include:
  - a. Arts crafts
  - b. Camp crafts
  - c. Rustic construction.
8. We note a desire for smaller discussion groups. We suggest that this be accomplished by sub-dividing the skills groups on a basis of experience, and revamping the set-up of group No. 6.
9. We note an enthusiastic reception of the idea of making a greater use of the inspirational and educational possibilities of long and short trips from the base or permanent camp.
10. A definite request has come that the Association give more attention to music and its educational possibilities in camp.

Respectfully submitted,

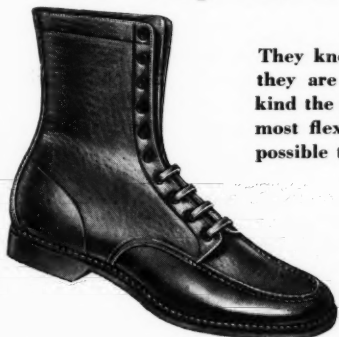
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Like two Cathedral towers these stately pines  
Uplift their fretted summits tipped with  
cones;

\* \* \* \* \*

Listen! the choir is singing: all the birds,  
In leafy galleries beneath the caves,  
Are singing! listen, ere the sound be fled,  
And learn there may be worship without  
words.

*—Longfellow***CONGRATULATIONS**

"I certainly have enjoyed reading all of the issues of the *CAMPING MAGAZINE* and want to congratulate you upon the splendid material that appears in it each month. I have gleaned a great deal of help from a number of the articles."

"You have my best wishes for a successful and peaceful administration. May many good and helpful things for the camp movement come to us from 11 Beacon Street."

"Our congratulations to you and to our National Association upon your election to what I consider to be one of the most important offices in the educational field. It is hardly necessary for me to say what a great influence for good you will be able to be in the lives of the coming generation. More strength to your elbow."

**CAP'N BILL'S COLUMN***(Continued from Page 4)*

Fortunately, "Loving the flowers to death" is not the method of most camps. There are enough people in camping who appreciate unspoiled nature sufficiently, and who have the vision to enlist in the cause of Wild Flower Preservation.

The Preceptor in the "Birds of Killingworth" must have been thinking along the same line when he said:

"How can I teach your children gentleness,  
And mercy to the weak, and reverence  
For Life, which, in its weakness or excess,  
Is still a gleam of God's omnipotence,  
Or Death, which, seeming darkness, is no less  
The selfsame light, although averted hence,  
When by your laws, your actions, and your  
speech,  
You contradicted the very things I teach?"

**IS CAMPING ALL GREEK?***(Continued from Page 8)*

regular, organized system which gave everybody the same common experience.

Today, however, we have grown in our educational methods, and in the light of our newer science of education, we find unique advantages in our camps. More stress is being placed all the time on the importance of the individual, and all attention is being given to developing the boy and to bringing him out, by means of presenting himself, and thus opening himself up to the world as an individual. In our summer camp, we find touches of instruction in primitive life and the lesser professions—not for the value of learning a profession, but for the opportunity of expression. Then, too, our system is constructed without the need of dire physical hardship, and although emphasis is placed on isolation from ease and comfort, no flogging and physical punishment need be in our modern system. Our isolation has been the blessing of our camps, and to the present time camping has been free from all vices and irregularities found when the two forces, boys and cities, meet.

But, as we read Dimock and Hendry's classic book on *Camping and Character*, we cannot help but feel that the grandest element of summer camp is that it has such unusual possibilities. It is a new venture and ready to make a fresh attack upon the problems of education. Here we see education as an actual life process; a process full of life, yet free from all the ruts and ruggedness into which our formal education has slipped. It is bound by no institutionalism, and the only aim is to give education of self-building, personality enlargement, and refinement, and its result is a "richness" that grows with our living experiences. What possibilities! What freedom! (Free, if it will, to be honest and seriously educative in the true sense.) And who can tabulate the results? Is it nonsensical to even dream of results obtained by its nearest form—that of the Spartan School?

NOTE: The author of this study in comparison is a Senior in the Southern Methodist University, Dallas, Texas. Majoring in Sociology and Education, Mr. Tate is an Associate Member of the Southwest Section of the C. D. A. and has spent fourteen summers in boys' camps. He is active in football, student associates and campus activities.

## COUNSELORS' COLUMN

by  
ONE OF 'EM

At the meeting of the Pennsylvania Section held in March, the Training and Relation of Counselors to Camp was discussed. The high lights of the discussion were as follows:—

"There should be some tie-up between colleges having training courses and the camp."

"A Counselor's experience should be in the way of further training. Colleges should give credit for work done in the summer time at camp."

"Counselors should find camp a beneficial, inspiring, developing experience and directors should see that the summer yields to the staff many of the benefits we covet for campers."

"Field work done in camp, such as Health Director, should be under the advisanship of the professors. The average camp director is not competent to pass upon counselors who are training to be specialists."

"One camp has a definite policy of changing one-third of the Counselor Staff each season."

"Camp Counselor contracts should protect the Counselor as well as the Director. In addition to giving the Director the right to cancel or break the contract, the Counselor should also have the right to leave camp, subject to adequate notice."

"If any Counselor left camp during the season, the Director has the Counselor assume the carfare both going to and returning from camp."

"No bonus is given Counselors because every Counselor was expected to do their best. Good work should be their reward."

"Counselors, when taking their time off, have sub-counselors assume responsibility as a part of their training for future counselorship."

"About the first week in August, girl counselors are inclined to become 'Catty' and get on each other's nerve. What is the solution?"

"No more grueling experience than that of living twenty-four hours a day with a group of youngsters, and Counselors need time off."



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## DEATH OF DR. EDWARD L. GULICK

Camp directors and Aloha campers will learn with sorrow of the death of the Rev. Edward Leeds Gulick, who with his wife, Mrs. Harriet (Farnsworth) Gulick founded in 1905 the Aloha camps for boys and girls. He passed away on Monday night, April 27th, after a brief illness. Funeral services were held in his home, 139 Beaconsfield Road, Brookline, Mass., and in the family chapel at Thetford, Vt., where internment was made.

Dr. Gulick was born in Honolulu in 1862 where his parents were missionaries. He graduated from Dartmouth in 1883 and after a year at the Harvard graduate school, he entered the Union Theological Seminary from which he graduated in 1887. His pastorates in the Congregational Church included churches in Groton and West Lebanon, N. H. Later he spent 11 years as headmaster of the Lawrenceville school in New Jersey.

Dr. Gulick was one of three brothers who have contributed much to the educational life of youth. One brother, Dr. Luther Halsey Gulick was a pioneer in physical education and the playground movement, the co-founder with his wife Charlotte V. Gulick, of the Wo-He-Lo camps and the Camp Fire Girls. He died some years ago. The third brother, Dr. Sidney L. Gulick, is one of the secretaries of the Federal Council of Churches of Christ in America. Surviving Dr. Gulick, besides his widow, are Dr. Sidney Gulick; a sister, Mrs. Francis Jewett, living in Honolulu; three daughters, Mrs. Donald S. King, Mrs. Carol L. Hulbert, Mrs. Eugene M. Pierce and one son, E. Leeds Gulick, Jr., of Phoenix, Arizona.

Aloha campers will remember Dr. Gulick by his inspirational messages given each summer at the camps and voice their appreciation of him in the lines of Miss Landon—

"Can that man be dead  
Whose spiritual influence is upon his kind?  
He lives in glory; and his speaking dust  
Has more of life than half its breathing  
moulds."

## INDIVIDUALIZING THE GIRL CAMPER

(Continued from Page 10)

campers and was thus better prepared to aid in the social adjustments for which the "bunk" counselor was striving. It meant a great deal for the social adjustment in the camp. It made the counselors' group a combined force working together toward a common goal—the adjustment of their charges.

Through a flexible progressive program, these children had a healthy, happy summer. They left camp satisfied that it had been a summer full of fun. The parents who visited were gratified to find that a study had been made of their children, and that they were able to see records of achievement.

Although much we have achieved this summer will be lost during the winter months, enough will have been carried over to make us feel that our efforts have not been in vain.

### Summary

In spite of the fact that the counselors were at first recalcitrant because of the novelty of the plan, they swiftly learned its value and co-operated beyond all expectations.

This method of procedure, though only in its earliest stages, unfolds a fertile field of activity and has shown itself to be of value because:

1. The emphasis was shifted from the program to the child.
2. Attention was focused on the individual rather than on the activity.
3. Many important social adjustments were made for the campers.
4. Many vicious elements of competition were removed.
5. Each camper became an individual rather than just one of the campers.
6. Each camper progressed according to her own rate—to the extent of her capacity.
7. Parents were gratified with the personal attention given their children and the achievement shown.

### Gleanings from Counselors' Records

"Dimples" (age 7) starts a task with great enthusiasm but loses her interest by the time





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she is half through. The counselor gave her little tasks—letter-writing for instance—which she insisted that she complete. These tasks gradually grew in size and responsibility. After continued attention "Dimples" showed decided signs of improvement to the extent of completing her bed-making task and her trunk assignment.

"Pebbles" (age 12) a born leader—charming personality—wants things run her way—if the activity in progress is not to her liking she becomes disgruntled and is hard to handle—in other words, not a good follower and not happy when not in limelight. "Pebbles" was old enough to be taken aside and in a diplomatic manner this was pointed out to her—showing her that in order to be the good leader we hoped and expected her to be, it was essential that she learn to be a good follower and a good worker. "Pebbles" responded beautifully. Though she retrogressed often (it sometimes seemed she took one step forward and two back), we discovered that she really was making a serious effort to overcome this handicap. She enlisted the help of her counselor and during "team week" when she did not merit captaining her team, she showed remarkable improvement when working in the ranks.

"Zip" (age 9) is a nervous child and very impatient. She eats rapidly and leaves the table daily after supper, insisting she feels nauseous. The camp physician gave her a thorough examination and found her in perfect health. We talked the matter over with "Zip" and found that it was entirely mental. After this before "Zip" even had the chance to think of asking to leave, the counselor would engage her in conversation or play quiet games with the entire table, keeping her mind off herself. "Zip" no longer must vomit nor does she insist on leaving the table.

"Monty" (age 9) has the very strong elemental "wish for recognition" and these are some of the extremes she goes to get it: (a) Cries "nobody loves me"; (b) Every time things are not to her liking she packs her bag and gets ready to go home. We decided we would grant her wish for recognition. First, we called her bluff and told her she could go home. She didn't go. We discovered "Monty" had real histrionic ability (how else could she work up such a good "mad" and weep such copious tears?). We

gave her an important part in a play. "Monty" did the part to perfection, was gratified by the applause and attention she received. We gave her other opportunities as the season progressed and because of this outlet, "Monty" no longer cried about going home and had no time for tantrums.

"Tess" (age 9) swayed easily—follows blindly—suffers from enuresis. "Tess" is a "weak sister." She follows the crowd. We gave her opportunities to make decisions for herself and to use her own mind. As to the bed-wetting (physical examination reported "Tess" O.K.), we raised the foot of her bed with her trunk, thus relieving pressure on her kidneys. Little by little, the habit was overcome. A chart (seen only by counselor and "Tess") showed less and less frequency, until it was a very grateful "Tess" who left camp cured.

"Mickey" (age 9½) shy—bright—awkward in athletics—needs individual attention—sensitive—cries easily. "Mickey" received individual attention in athletics and as she became stronger in her activities, she overcame her shyness and her feeling of inferiority. As the summer progressed, she cried less and less frequently and by the end of the summer carried away many awards and much praise.

"Millie" (age 9) normal, lovable child—not a very good athlete—lacks refinement and has poor table manners. "Millie" was given every opportunity in athletics and because of individual attention, improved tremendously in her activities. As to her manners in speech and at table—through little talks to the entire group, through imitation, through little table games and devices, "Millie" showed remarkable improvement. As to how much of this will carry over into the home—where the environment cannot be so ideal—remains to be seen.

"Curly" (age 14) quarrelsome—easily takes offense—difficult to handle—has decided likes and dislikes—camp physician recommends plenty of rest and sunshine. "Curly's" program was so arranged that most of it was spent outdoors and more or less quiet activity. Through the activity counselors, we discovered aptitudes in writing and art. We arranged for special instruction in art and made her editor-in-chief of the camp paper. "Curly" became better and better ad-

justed; she began to feel that she, too, had a part to play in the camp life. Because of her varied interests, she was no longer unhappy. Though she could not excel in athletics, she had found self-expression through other channels. She became less quarrelsome—easier to handle and a much quieter and more charming personality.

"Brownie" (age 9) stubborn—doesn't know how to work with others—lies brazenly in order to escape punishment—very untidy—has no regard for other people's property—"what's yours is mine and what's mine is mine." When she likes you she'll do anything for you. Dreamer—often stops in the midst of putting on her shoe or in the midst of eating—when engrossed in something it is difficult to tear her away. Intelligent. The counselor won "Brownie's" love and confidence and procured the co-operation of the "bunkies." The counselor gave her opportunities to complete units of work for which "Brownie" received due recognition. She was constantly supervised as to her trunk arrangement and bunk duties. The supervision decreased as her reliability increased. However, as she gained power, she began more and more to make a conscious effort to improve. It was pointed out to her that her lying was making her disliked by the other children and that it was preventing her from becoming the fine woman we expected her to be. Brownie grew less disgruntled. The girls liked her more and more as she adjusted herself to her group and learned to use her own comb and locate her own toothbrush. She amazed the entire counselors' staff when she appeared on the Scroll of Honor the week before camp closed.

## RECRUITING AND TRAINING OF CAMP COUNSELORS

(Continued from Page 12)

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